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ABSTRACT

In April 1984, a survey of all community college presidents in Maryland was conducted to gather information about articulation activities and agreements between community colleges and high schools. The survey focused on the following types of articulation activities: high school students taking college courses; high school students receiving advanced placement and/or college credit based on the successful completion of examinations or selected high school courses; and formal articulation agreements between college boards of trustees and county boards of education. The survey also sought information on the use of national examinations such as Advanced Placement (AP) and College Level Examination Program (CLEP). Study findings, based on responses from 17 presidents, included the following: (1) all of the 17 colleges allowed high school students to enroll in college courses; (2) 16 colleges used examinations to assess prior learning and then granted advanced placement and college credit accordingly; (3) nine colleges granted advanced placement solely on the basis of high school courses; and (4) eight colleges had some kind of formal articulation agreement with the local board of education. The study report includes the survey instrument, a list of colleges with articulation agreements, and sample agreements. (HB)

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ARTICULATED PROGRAMS BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGES IN MARYLAND

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December 1984

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ARTICULATED PROGRAMS BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGES IN MARYLAND

Background

Webster defines articulation as "the action or manner of jointing or interrelating." Within higher educational parlance, the term is most typically used in reference to efforts to develop harmonious working relationships between two-year and four-year colleges so that students can transfer with as little disruption as possible. The term and the concept, however, can also be applied to similar efforts between high schools and two-year colleges.

Approximately 60,000 seniors graduated from public and private high schools in Maryland in Spring 1983. Roughly one-fourth of those went on to enroll in one of Maryland's 17 community colleges in the Fall. It is clearly in the interest of these students to provide community college curricula that flow from and build upon the high school offerings. That is precisely what high school-community college articulation efforts have tried to accomplish. Additionally, articulation makes sense from a state-level financial perspective in that it helps to minimize the duplication of courses at the secondary and postsecondary levels and the staff and resources required to offer them.

When community colleges were operated as part of the local public school systems, much of the coordination between the high schools and the colleges occurred as a result of both being part of the same organization and reporting to the same board. As separate community college boards were appointed and the colleges became more identified with higher education, they lost some of the coordination they formerly had with the local public schools. Now as separate educational institutions, community colleges can and sometimes do develop programs without extensive mutual planning with the local high schools. Thus, unless special efforts are made, students graduating from the high schools may lose the opportunity of entering a closely articulated high school-community college program. These special articulation efforts have become especially important with the emergence of occupational fields like electronics and data processing, where full-fledged programs are being offered at both the secondary and postsecondary levels.

While the responsibility for initiating and maintaining articulation efforts is local rather than statewide, the Maryland State Board for Community Colleges has long supported such articulation efforts. Early versions of the State Master Plan for Community Colleges in Maryland spoke to the issue in the following manner:

> "Secondary schools in Maryland are recognized nationally for their forward movement in the field of occupational education. Close coordination with local high schools in the development and expansion of occupational offerings will result in an upgrade of occupational education for both the schools and the community colleges. Coordination will also result in more varied levels of entry into the community college occupational programs. It is recommended, therefore, that community colleges take positive action to develop coordinated programs with those offered in the secondary schools (SBCC Master Plan, 1973)."

The SBCC also provided grant money to several community colleges as recently as FY 1980 to support the development of high school-community college articulation efforts.

Several years have passed since these earlier efforts. In April 1984, the SBCC conducted a survey to ascertain what articulation agreements are now actually in place between high schools and community colleges throughout the State. The SBCC wants to encourage further development of such articulation efforts by making this baseline data available to all interested parties.

Survey

The articulation survey was sent to all community college presidents in April 1984 (see Attachment A). The colleges were asked to respond to a series of yes/no questions and also to provide copies of any formal articulation agreements in place between the college board of trustees and the local board of education. All 17 colleges returned completed reports to the SBCC where the data were analyzed.

Results

The survey collected information on four types of articulation activities: (1) high school students taking college courses; (2) high school students receiving advanced placement and/or college credit based on the successful completion of examinations; (3) high school students receiving advanced placement and/or college credit based on the successful completion of selected high school courses; and (4) formal articulation agreements between college boards of trustees and county boards of education. The survey also sought information on how many colleges are using such national programs as Advanced Placement (AP) and the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board. Attachment B provides an inventory of current articulation efforts by Maryland's 17 community colleges in these various activity areas.

High School Students Taking College Courses

All of the colleges allow high school students to enroll, on a released time basis, in college courses offered at the college. In order for the community colleges to receive State aid for these enrollments, the students must be at least 16 years old or recommended as "gifted and talented" by appropriate school officials. Only one college offers college courses to high school students at the high school.

Examinations

All but one of the colleges uses examinations - standardized national exams and/or those developed by the colleges - to assess prior learning and then grant advanced placement accordingly. Of those that do use exams in this way, all grant college credit in conjunction with the advanced placement.

High School Courses

Nine colleges grant advanced placement solely on the basis of high school courses completed. Five of these colleges grant college credits in conjunction with the advanced placement.

Formal Articulation Agreements

- Eight colleges have some kind of formal articulation agreement in place between the college board of trustees and the local board of education (see Attachment C). Three colleges have broad policy agreements confirming the basic principles of high school-community college articulation. Six colleges have 22 letters of agreement in specific program areas. These outline the "nuts and bolts" of articulating high school and community college curricula.

- The broad policy agreements typically state three purposes for high school-community college articulation: (1) to facilitate student movement from secondary schools to community colleges; (2) to minimize duplication of course materials and instruction; and (3) to maximize the use of equipment, facilities, and faculty. These agreements go on to state that the respective staffs will meet to identify suitable programs for articulation and develop individual program letters of agreements specifying how advanced placement and/or college credit will be granted. An example of an articulation policy agreement between school board and college board of trustees is included in Attachment D.

- Of the 22 program letters of agreement now in place throughout the State, 19 are for occupational programs and 3 are for transfer programs. These agreements represent 12 distinct subject areas with secretarial science, data processing, and electronics being the most frequent areas of articulation.

- When a formal articulation agreement has been signed between boards, one might expect that the transfer of credit is automatic and does not require any type of proficiency testing of the student transferring from the secondary to the postsecondary level. That is not always the case. Seven of the 22 letters of agreement require the successful completion of an examination before college credit is granted. Other requirements typically included in the letters of agreement are: (1) completion of the high school program or the "applicable portion" of the high school program with a B average; (2) a letter of certification from the high school indicating the course of study completed and the competencies attained; and (3) the request for credit must be made within three years of the student's graduation from high school (sometimes 2 years). Finally, a few of the colleges do not actually grant college credit until after the student has successfully completed the first year of study at the college. Even so, high school students can earn as many as 14 credits through these arrangements, with the typical letter of agreement including two to four college courses. An example of a program letter of agreement is included in Attachment E.

- In addition to the agreements already in place, six colleges have negotiations underway for 11 more letters of agreement. It is expected that these will be signed shortly.

Other Activities

Also of note are the recent grants by the Maryland State Department of Education, Division of Vocational-Technical Education to four community colleges for the purpose of developing integrated two-plus-two curricula in high technology areas. The grants were awarded in Spring 1984 with pilot programs implemented in Fall 1984. Colleges are using the funds to bring together teams of faculty and high school teachers for the purpose of developing two-year high technology core curricula at the high schools and then linking those curricula with closely articulated associate degree programs at the community colleges. The goal is to put together a four-year curriculum that will result in high level competencies in math, science, and technical areas for community college graduates.

Summary

Maryland community colleges use a variety of approaches to smooth the transition from high school studies to the community college. Most of the colleges, for example, allow high school students to enroll directly in college courses on campus through various enrichment programs. Credit by examination is another approach widely used, with colleges either developing their own proficiency examinations or using standardized national examinations such as the College Level Examination Program (CLEP) and Advanced Placement (AP) sponsored by the College Entrance Examination Board.

Eight colleges have acted to formalize their articulation efforts through agreements approved by their board of trustees and the local board of education. These agreements include both broad policy statements in support of high school-community college articulation (at three colleges) and more specific program letters of agreement (at six colleges). The latter include 22 letters of agreement in 12 different subject areas. Eleven other letters of agreement are in the planning stage. The most frequent areas for articulation are secretarial science, data processing, and electronics.

High school-community college articulation efforts appear to be proceeding according to two models. One approach is based on a college granting advanced placement or credit to high school students so that those students can save time and money along the way to completing a college degree. The second approach emphasizes an integrated two-plus-two curriculum between high schools and community colleges. The goal in this approach is not to lessen the amount of time required to complete an associate or baccalaureate degree, but rather to increase the competencies that a student achieves in his or her college education. Several colleges are pursuing this approach in high technology areas with DVTE funds.

The Maryland State Board for Community Colleges wishes to encourage the further development of high school-community college articulation in Maryland. This survey shows that many agreements and joint activities were in place during the 1983-84 academic year. Just the same, there is much more that can be done in this area. There is not one "best" way to pursue articulation between high school and community college programs. Rather, colleges and high schools should use those approaches to articulation that are most consistent with institutional mission and philosophy and that make sense for their local jurisdictions. Whatever the approach taken, the Local Advisory Councils for Vocational Education already in place in the counties can provide a useful forum where postsecondary and secondary educators can pursue articulation objectives together.

TTY for the Deaf and Hearing Impaired
From Baltimore or Annapolis
269-2609
From D.C. Metropolitan Area
565-0450
From Other MARCOM Installations
224-2609

Maryland State Board for Community Colleges
The Jeffrey Building
16 Francis Street, Annapolis, Maryland 21401
301 – 259-2881

ATTACHMENT A

April 11, 1984

MEMORANDUM

TO: Community College Presidents

FROM: James D. Tschechtelin

SUBJECT: High School/Community College Articulation

Articulation agreements between high schools and community colleges have long been of interest to Maryland educators — from Jim Linksz's dissertation on the topic in 1971, to a joint resolution of support by the SBCC and the Maryland State Board of Education in 1976, to recent DVTE efforts to encourage articulation specifically in high-tech areas.

The SBCC wants to encourage further articulation of programs between high schools and community colleges by establishing a baseline of data on what agreements are already in place. Please use the attached form to report your current articulation efforts.

It is requested that completed forms be forwarded to the SBCC by May 11, 1984.

JDT/dgs

Enclosure

High School/Community College Articulation Survey

_____Community College

I. Cooperative efforts between high schools and community colleges can occur in a number of different ways. Which of the following articulation activities are in place at your college?.

YES	NO	
		A. College Courses
( )	( )	1. High school students enroll in college courses at the college.
( )	( )	2. College courses are taught to high school students at the high schools.
		B. Examinations
( )	( )	3. High school students placed in an advanced course through completion of examination(s), but no credit granted for course(s) waived.
( )	( )	4. College credits granted to high school students through completion of examination(s).
		C. High School Courses
( )	( )	5. High school students placed in advanced course based on completion of high school course(s), but no credit granted for course(s) waived.
( )	( )	6. College credits granted for completion of high school course(s).
		D. Board of Education/Board of Trustees Agreements
( )	( )	7. Formal articulation agreement is in place between the college Board of Trustees and the local Board of Education.

II. If you checked "yes" on number 7, please provide the following information. Also, please send copies of the agreement to SBCC when returning this form.

Instructional Programs	Number of Students Who Enrolled at the College in 1983-84 Under the Agreement

III. A. Does the college participate in the Advanced Placement (AP) program sponsored by the Educational Testing Service?
_____Yes _____No

B. Does the college participate in the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board? _____Yes _____No.

IV. Please use reverse side for comments and additional information. Thank you!

ATTACHMENT B

Inventory of High School-Community College Articulation Activities

	High School Students in College Courses		Articulation Based on Examinations		Articulation Based on High School Courses		Formal Agreements Between Boards		Use of National Programs Sponsored by College Board	
	At the College	At the High School	Advanced Placement	College Credit	Advanced Placement	College Credit	Policy Statement	Program Letters of Agreement	AP	CLEP
Allegany	x		x	x	x		x		x	x
Anne Arundel	x		x	x					x	x
Baltimore	x		x	x	x					x
Catonsville	x		x	x	x			x		x
Cecil	x								x	x
Charles	x		x	x					x	x
Chesapeake	x	x	x	x			x		x	x
Dundalk	x		x	x	x	x		x	x	x
Essex	x		x	x	x				x	x
Frederick	x		x	x	x	x		x	x	x
Garrett	x		x	x					x	x
Hagerstown	x		x	x	x	x	x	x	x	x
Harford	x		x	x	x	x		x	x	x
Howard	x		x	x	x	x		x	x	x
Montgomery	x		x	x					x	x
Prince George's	x		x	x					x	x
Wor-Wic	x		x	x					x	x

ATTACHMENT C

High School-Community College Articulation Agreements
as of Spring 1984.

A. General Policy Agreements

Allegany
Chesapeake
Hagerstown

B. Program Letters of Agreement

College	Subject Area
Catonsville	Data Processing
Catonsville	Drafting
Catonsville	Electronics
Dundalk	Data Processing
Dundalk	Heating/Air Conditioning
Dundalk	Industrial Electricity
Frederick	Business
Frederick	Data Processing
Frederick	Electronics
Frederick	Nursing
Frederick	Parks Management
Frederick	Secretarial Science
Hagerstown	Biology
Hagerstown	English
Hagerstown	Electronics
Hagerstown	Languages
Hagerstown	Nursing
Hagerstown	Secretarial Science
Harford	Office Education
Howard	Data Processing
Howard	Electronics
Howard	Secretarial Science

C. Program Letters of Agreement Being Negotiated

College	Subject Area
Allegany	Data Processing
Allegany	Media Technology
Allegany	Secretarial Science
Community College of Balto.	Arts and Sciences

Chesapeake	Electronics
Hagerstown	Electrical Engineering Technology
Hagerstown	Electronics
Harford	Automotive Technology
Howard	Computer Technology
Howard	Construction
Howard	Nursing

ATTACHMENT D

ARTICULATION AGREEMENT BETWEEN WASHINGTON COUNTY BOARD OF EDUCATION AND HAGERSTOWN JUNIOR COLLEGE

Whereas it is the desire of the above named parties to provide expanded educational opportunities to the youth of Washington County, and

Whereas it is the intent of the Washington County Board of Education to release secondary school students for the purpose of extended studies, and

Whereas it is the intent of the Hagerstown Junior College Board of Trustees to provide extended educational opportunities to those students released by the Washington County Board of Education, and

Whereas it is the intent of the above named parties to reduce overlap and duplication of instruction in educational programs of study that are similar in content.

Be it herewith resolved that the following agreement is entered into:

1. Instructional faculty within the two educational systems will meet to determine whether similarities in educational experiences provided to students of the two systems appear to result in an overlapping or duplication of instruction when a student completes a secondary educational program of study and enters a post-secondary program of study. Where overlapping or duplication of instruction appears to be evident, an attempt will be made on the part of both systems to identify methods of advance placement or the granting of credit for past learning experiences. The method of granting advance placement or granting of credit will be specified in individual program letters of agreement which will become a part of this agreement upon approval by the appropriate administrative channels within each separate educational system.

2. The Washington County Board of Education will provide for approved and currently enrolled secondary students a program of early release designed to allow selected students to leave secondary educational facilities for the purpose of pursuing advanced study at Hagerstown Junior College in an approved program of study. The early release program will provide for part-time as well as full-time release for those students desiring to participate in the program.

3. Hagerstown Junior College will provide for those secondary students approved for early release a procedure whereby they may enroll in transfer or career programs at the college for the purpose of pursuing advanced study.

The following policies shall govern the above agreements between Washington County Board of Education and Hagerstown Junior College:

A. Identification Process for Selecting Students

1. Washington County Board of Education will establish criteria by which students will be selected to participate in the early release program of study. The selection criteria will become a part of this agreement upon approval through appropriate administrative channels of the Washington County Board of Education.

2. Hagerstown Junior College will establish prerequisites for entrance into program areas if it appears prerequisites are desirable.

   a. Specifics of any prerequisites established will be included within program letters of agreement as they are developed.

   b. An absence of specifications for articulation between programs will not preclude advance placement nor exclude credit by examination for programs of study at Hagerstown Junior College where such specifications have not been formalized with the WCBE. Requests for admission into programs not articulated will be processed individually and given all possible consideration.

3. Advance placement criteria for students who have successfully completed a secondary vocational program of study will be established by HJC to enable students to be placed beyond the entrance level of programs of study where feasible. Minimum levels of proficiency may be determined by certification of the level of proficiency by representatives of the WCBE, or may be determined through credit by examination by HJC. Credit by examination may include either cognitive or psychomotor demonstrations of proficiency, or both.

   a. The manner of certification of level of proficiency will be specified in the program letter of agreement.

   b. Examinations for credit by examination will be developed by HJC.

4. Students who are selected to participate in the early release program will be identified by the WCBE at least one semester preceding the student's enrollment at HJC.

B. Financial Considerations

1. Students who are selected to participate in the early release program will be expected to pay the appropriate tuition and fees that may be assessed by HJC for their programs of study based on the current charges made by the college for all students enrolled.

2. Students who are applying for credit by examination will be expected to pay the fee that is assessed by Hagerstown Junior College for the administration, evaluation, and recording of the examination.

3. Students who enter HJC under either the early release program or via the advance placement or credit by examination program may apply for student financial aid through the appropriate channels at the college. Financial aid awards will be based on current policies and regulations that may be in effect at the time application is made through the college.

4. Reimbursement of tuition and fees requested by students who may elect to withdraw from this agreement will be based upon existing policies

and regulations in effect at HJC at the time of the request for reimbursement.

5. There will be no exchange of funds between the Washington County Board of Education and Hagerstown Junior College for expenses that may be incurred by either party as a result of this agreement.

C. Transportation

All students who participate in a program of study at Hagerstown Junior College under this agreement will be responsible for providing their own transportation to and from classes at the College.

D. Student Dismissals or Withdrawals

1. Secondary students who may be academically or disciplinarily dismissed from HJC, or students who may elect to withdraw from the college prior to completing the academic year, will be returned to the WCBE for placement within an existing program in the secondary school system.

2. Students who have completed high school but who enter HJC under this agreement for advance placement will fall under the same rules and regulations established for all students enrolled at HJC for collegiate level education.

E. Identification of Program Areas for Articulation

1. Articulation efforts will be made in all career program areas where there appears to be similarity or overlap in instructional content. Maximum efforts will be made in the areas listed below:

HJC	WCBE
Hospitality	Food Service Management
Data Processing	Data Processing
Accounting & Business	Business Education
Executive Secretarial	Secretarial
Electrical Eng. Technology	Electrical & Electronics
A. D. Nursing	Practical Nursing
General Merchandising	Distributive Education
Mechanical Eng. Technology	Heating & Air Conditioning

2. As new programs are offered at either level of education, articulation efforts will be explored and implemented where feasible.

3. Individual program letters of agreement will be developed between all program areas where articulation can take place. These letters of agreement will become a part of this agreement after they have been approved through the appropriate administrative channels within the WCBE and HJC.

F. Faculty Sharing

Where faculty members at the secondary or post-secondary levels possess exceptional skills or knowledge in their respective program areas, and where presentations at the complimentary level would be beneficial to the respective program, faculty members will be encouraged to share their expertise between the levels of education. All faculty sharing activities will be coordinated through the appropriate administrative channels prior to taking place. A formal request will be made from the educational level requesting a specific faculty member to share his/her skills or knowledge. The request must include as a minimum the time and place for the presentation, the topic to be covered or the skill to be demonstrated, the number of students to be involved in the class, special equipment or supplies needed during the sharing process, and the individual to be contacted for coordination. Requests should be made far enough in advance to provide for appropriate prepartion on the part of the faculty member to be involved.

G. Introduction to Vocations Orientation

The WCBE will cooperate toward developing, dissiminating, and presenting occupational information to students within the public school system concerning the process of choosing a career. Such information will include, as a minimum, an orientation on career programs at the secondary and post-secondary levels and the articulation agreements that have been made between the systems of education.

This agreement will become effective upon approval by the Washington County Board of Education and the Hagerstown Junior College Board of Trustees, and upon signatory of the chairpersons of the respective board. Upon implementation, this agreement will continue on an annual basis until one of the parties petitions the other party to end the agreement.

Such petition to end this agreement must: (1) be submitted one year in advance of the intent to terminate; (2) must be submitted in writing, signed by the chairperson of the board making the petition, and (3) must be delivered to the chairperson of the second party to the agreement. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination one year following the date of delivery.

Chairperson, Washington County Board of Education	Chairperson, Hagerstown Junior College Board of Trustees
Superintendent of Schools Washington County School System	President Hagerstown Junior College

ATTACHMENT E

ARTICULATION AGREEMENT BETWEEN
BALTIMORE COUNTY HIGH SCHOOLS AND VOCATIONAL TECHNICAL SCHOOLS
AND CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College has agreed to grant college credit to students completing the Electronics Program at a Baltimore County High School or Vocational Technical School for the following courses:

ELE 101	Fundamentals of Electronics I	4 credits
ELE 102	Fundamentals of Electronics II	4 credits

The following criteria must be met in order for the students to receive the credits:

1. Students shall complete an equivalent two year articulated Electronics Program at a Baltimore County High School or Vocational Technical School with an average grade of B or better.

2. Credit for the articulated courses shall be awarded upon the successful completion of the articulation credit examination with a grade of 70% or better. A letter of certification from the electronics instructor and verified by the school principal will then be issued.

3. Request by the student for the credit must be made within two years after graduation from the High School or Vocational-Technical School.

4. The letter of certification shall mean that the student has satisfied the requirements of the articulated electronics program at the High School or Vocational-Technical School. This includes the following articulated courses, areas and laboratory experiences.

Articulated Courses	Area	Laboratory Experience
ELE 101	Voltage and Current	Voltage/Current Relationships
	Scientific Notation	
	Resistance in Series	Resistance in Series
	Resistance in Parallel	Resistance in Parallel
	Resistance in Series Parallel	Resistance in Series Parallel
	Electrical Power in "R"	Electrical Power in "R"
	Capacitance	Capacitance
	Inductance	Inductance
	The Sinusoidal Waveform	The Sinusoidal Waveform
	Opposition in AC Circuits	
	RC Circuit Response	RC Circuit Response
	RL Circuit Response	RC Circuit Response
	Vector Algebra	
	RCL & Resonance	RCL and Resonance
	Power in AC Circuits	Power in AC Circuits

Articulated Courses	Areas	Laboratory Experience
ELE 102	Resonance	Resonance
	Filters	Filters
	Transformers	
	Power Supplies	Power Supplies
	Voltage Multipliers	Voltage Multipliers
	Voltage Regulation	Voltage Regulation
	Basic Amplification	
	Voltage Amps	Voltage Amps
	Feedback Amplifiers	Feedback Amplifiers
	F.E.T.'s	
	Frequency Response	Frequency Response
	Power Amplifiers	Power Amplifiers
	Multistage Amplifiers	
	Oscillators	Oscillators
	Communication Systems	Communication Systems

IMPLEMENTATION PROCEDURE

I. Implementation Procedure at the Community College

A. To implement the articulation agreement at the community college, the following procedure is proposed:

1. The College will set up Admissions Office and Record Office procedures to handle students that are certified for credit from High School/Vocational Technical Schools. (See Part I-B below for sample procedure).

2. Program coordinators at the College will interview the students and maintain files for follow-up of students receiving the certification for credit.

B. Suggested procedure for community college admission of student with letter of certification.

1. When applying for admission to CCC, the student will present the appropriate letter of certification along with the application for admission.

2. The records office at the college will grant a grade of "S" for the course(s) certified. The grade(s) will be recorded on the student's record with the notation "Credit Per Articulation Agreement," and the letter of certification retained in the student's file.

3. The college records office will forward a copy of the student's record with the course credit awarded to the Program Coordinator. The Program Coordinator will notify the High School/Vocational-Technical School instructor.

4. The student may register for the next course in the curriculum sequence.

II. Implementation Procedure at the High School/Vocational-Technical Schools.

A. To implement the articulation agreement at the High School/Vocational-Technical schools, the following procedure is proposed:

1. The schools will communicate the details of agreements to the Coordinator of Industrial Arts and Vocational Education, principals, teaching faculty, guidance personnel, work-study coordinators and students.

2. The schools will develop methods of publicizing the agreements in order to encourage students to take advantage of this opportunity.

3. The schools will develop a procedure for certifying students for credit in the course or courses for which he or she is eligible for articulation credit. The original of this letter will be given to the student, a copy will be mailed to the CCC Electronics Department Coordinator.

III. Articulation Agreement Maintenance and Review

A. The Articulation Agreement shall be reviewed at least every three years by representatives of the Industrial Arts and Vocational Technical Programs and the CCC Electronics Department.

B. Revisions of applicable course syllabi at any of the participating schools or CCC should be sent to the applicable instructors.

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